

Factors, Forms, and Functions of Code Switching on English Achievement among Grade 11 Students

Sydney Jay B. Villarin¹, Emmylou A. Emperador²

*Department of Secondary and Elementary Education, College of Education and Social Sciences,
Mindanao State University at Naawan, Philippines*

ABSTRACT - This research determined the implication of code switching to the English achievement of the Grade 11 students enrolled in Humanities and Social Sciences strand. Quantitative research design was used to find out the factors, forms, functions, and frequency of the students' code switching, and to correlate the code switching and the students' English achievement. A survey questionnaire was used to gather the needed data and Pearson correlation was used to determine the relationship between the students' code switching and their English achievement. The results of the study showed that the dominant factors or reasons which influence the students' English-Cebuano code switching were loss of words, exposure in English and Cebuano languages, comfort, and lack of awareness on equivalent English terms or phrases. The study found out that the most common form of the students' code switching was extra-sentential or tag switching. Furthermore, the findings showed that the prevalent functions or usage of students' code switching were quotation, addressee specification, interjection, message qualification, personalization, clarification, and facility of expression. Generally, the students rarely code switched and they have very satisfactory English achievement. It was found out that the students' code switching has no significant relationship with their English achievement.

Keywords - Factors, Forms, Functions, Code switching, English achievement, Cebuano

I. INTRODUCTION

English has been the dominant global language in the twenty-first century for a variety of reasons, essentially the economic influence which reflects the political power of developed nations (Lamri, 2011). To remain competitive on a global scale, the Philippines have officially adopted the K-12 basic education curriculum. Along with these changes is the implementation of the Language Arts and Multiliteracies Curriculum (LAMC), a new English curriculum. Its ultimate aim is to produce communicatively capable and multiliterate learners who are competitive in today's global economy (Valerio, 2015; DepEd, 2016).

As multilingual people, Filipinos regard English as their second language. Combining the international language with the vernacular, on the other hand, has become a habitual practice among Filipinos in both rural and urban environments (Valerio, 2015). There has been a lot of research on code switching in English classes. Most of these studies focused on the code switching of English language teachers and students in an ESL Classroom. Local studies also found out that there is a significant relationship between the students' English academic grades and their attitudes toward code switching and there is a significant relationship between the students' frequency on the use of code switching and their English achievement (Castillejo, 2018; Roxas, 2019).

Even though several studies on code switching in Philippine classrooms have been conducted, particularly on the use of "Taglish" in the classroom, it has been noted that very few or minimal studies have been conducted on the prevalent use of code switching in Cebuano, another Philippine language, and English, known as "Bislish or Ceblish", in the classroom.

With regards to this, this research study is significant because it will attempt to contribute to the existing literature on code switching, specifically the use of "Bislish or Ceblish" in English language classrooms. As bilingualism and multilingualism become common phenomena, it is important to understand instances of language code switching and why they occur in English classes. It is in this precept that the researcher wants to determine the frequency of code switching in spoken discourse and the factors, forms and functions of students' code switching behavior.

II. REVIEW OF RELATED LITERATURE

Among Filipino learners, the combination of English and vernacular (e.g. Tagalog, Cebuano) is a prevalent linguistic phenomenon. The following are the predominant reasons for code switching or factors stimulating code switching extracted from the study carried out by Metila (2009): (1) easier self-expression, (2) loss of words (e.g. translation problems or not knowing the right words), (3) influences of people around, (4) natural already (habit), (5) exposure to two languages, (6) fluency in speaking both languages, and (7) to make the speakers feel more comfortable.

A code switched sentence contains two main components such as the first language and the secondary language. The following are examples of the three forms or types of code switching:

[1] Inter-sentential code switching. This type of code switching involves switching at sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other (Eldin (2014). The following is an extract of inter-sentential switching (Dela Cruz, 2018): “Why are there different literary pieces? Why do we have poems? Why do we have novels? *Bakit hindi tula na lang? Bakit hindi isa na lang?*” The statement shows that the first three interrogative sentences are in English. However, the following fourth and fifth interrogative sentences are in Tagalog.

[2] Intra-sentential code switching. It refers to the switching that happens within the same clause or sentence which incorporates elements from both languages (Koban, 2012; Utami et. al. 2019). The following is an example of intra-sentential switching (Flores, 2019): “*Tapos magko-concentrate tayo sa drinking.*” (Translated as: “Then we will concentrate on drinking.”) This utterance contains intra-sentential switching because the student inserted two English words “concentrate” and “drinking” in the middle of her Tagalog statement.

[3] Extra-sentential or Tag-switching. It is the process of inserting a tag or short phrase in one language into an almost entirely in another language utterance (Al Heeti & Al Abdely, 2016). The following is an extract of intra-sentential switching (Bravo-Sotelo, 2020): “As simple as that *po.*” (As simple as that.) The term “po” has no English counterpart since it is unique to Filipino culture. Filipinos frequently use “po” as a sign of respect or politeness. Hence, this utterance is categorized as tag-switching because the student inserted a Tagalog tag marker, “po” into an utterance in English.

According to Gumperz (1982), each individual can choose a speech style based on their discourse strategy. With regard to the function of code switching, he categorizes conversational code switching into six main functions such as follows: [1] Quotation. The speaker switches as he or she quotes another person's speech (Habibah, 2015). [2] Addressee Specification. The switch may be used to direct the message to one or more potential addressees or recipients (Walidain, 2019). [3] Interjection. The switch is used to draw attention to an interjection or sentence filler (words or expressions which are inserted to convey surprise, strong emotion, or to gain attention (Boztepe, 2003). [4] Reiteration. The aim of this switching is to repeat the message from one language to another, either literally or slightly changed (Fachriyah, 2017). [5] Message qualification. This kind of code switching function indicates that the switching in one language is used as a qualifying message to the central message communicated in another language (Yuliani, 2013). [6] Personalization. Marasigan (1983), as cited by Walidain (2019), states that the code contrast here seems to be related to items like: the degree of speaker participation in, or distance from, a message or an addressee; whether a statement reflects a particular view, emotion, or knowledge; whether it relates to a specific case, or whether it has the status of universally known.

According to prior studies, code switching in an educational context is regarded as a deficiency of interactional skills and an impediment to achieving the learning aim of acquiring target language (Sridhar, 1996; Brown, 2006; Jingxia, 2010; Zhu, 2008; Garcines & Alvarez, 2017; Dela Cruz, 2018). Though code switching has been discouraged, little is known whether it has negative or positive implication on English achievement (Memory et. al., 2018). Hence, this study mainly focused on the implication of the factors, forms, functions and frequency of switching on English achievement among Grade 11 students in Lugait Senior High School.

III. METHODOLOGY

This study utilized descriptive quantitative research design. The design was used to correlate the factors, forms, functions and the frequency of code switching and the students' English achievement. This quantitative



study involved 37 Grade 11 students enrolled in Humanities and Social Sciences strand at Lugait Senior High School in Lugait, Misamis Oriental, Philippines, through a survey. The researcher sought permission from the school principal through a formal letter to conduct the study in the certain school. Moreover, the researcher informed and asked permission from the teacher-adviser of the chosen Grade 11 HUMSS section through a formal letter. Consequently, the researcher administered the questionnaire to the student-respondents through the Google forms. Lastly, the researcher gathered the data needed, treated and analyzed them through the statistical tools.

In this study, the researcher conducted a survey using a questionnaire consisting of a 4-point Likert scale. The questionnaire consisted of four parts: [1] demographic profile of the respondents in terms of the gender, age and first quarter grade in Oral Communication, [2] frequency of the students' use of code switching as well as the factors or reasons that influence the students' English-Cebuano code switching behavior, [3] forms of students' code switching, [4] different functions of code switching prevalent in Grade 11 Senior High School students' oral interaction.

IV. RESULTS AND DISCUSSIONS

This presents the results and findings of the students' factors, forms functions, and frequency on the use of code switching from English to Cebuano and the correlative relationship of code switching to the students' English achievement.

Table 1. Summary of Students' Demographic Profile

| <i>Students' Demographic Profile</i> | | <i>Frequency</i> | <i>Percentage</i> |
|--------------------------------------|---------------|------------------|-------------------|
| <i>Gender</i> | <i>Male</i> | 11 | 30% |
| | <i>Female</i> | 26 | 70% |
| | Total | 37 | 100% |
| <i>Age</i> | <i>16</i> | 1 | 3% |
| | <i>17</i> | 21 | 57% |
| | <i>18</i> | 10 | 27% |
| | <i>19</i> | 3 | 8% |
| | <i>21</i> | 2 | 5% |
| | Total | 37 | 100% |

Table 1 shows the summary of the demographic profile of the Grade 11 students in Lugait Senior High School. As indicated in the table, 11 (30%) are male and 26 (70%) are female with a total of 37 respondents from one section of the Humanities and Social Sciences strand. This implies that the majority of the respondents are females. In terms of age, 32 (86%) of the respondents are between 16 to 18 years old and 5 (14%) of the respondents are 19 to 21 years old.

5.1. Factors of Students' Code Switching Behavior

Table 2. Summary of the Students' Factors of Code Switching

| <i>Item Description</i> | | <i>f</i> | <i>%</i> | <i>Mean</i> | <i>Descriptive Interpretation</i> |
|--|-------------------------|----------|----------|-------------|-----------------------------------|
| <i>I code switch from English to Cebuano in English classes ...</i> | | | | | |
| <i>1. For easier self-expression.</i> | <i>Never</i> | 2 | 5% | 2.43 | Rarely |
| | <i>Rarely</i> | 19 | 51% | | |
| | <i>Most of the time</i> | 14 | 38% | | |
| | <i>Always</i> | 2 | 5% | | |
| <i>2. If I cannot find the appropriate words to express my thoughts.</i> | <i>Never</i> | 2 | 5% | 2.62 | Most of the time |
| | <i>Rarely</i> | 16 | 43% | | |
| | <i>Most of the time</i> | 13 | 35% | | |
| | <i>Always</i> | 6 | 16% | | |

| | | | | | |
|---|-------------------------|----|-----|------|-------------------------|
| 3. <i>Because it is a trend or most of my peers do the same.</i> | <i>Never</i> | 8 | 22% | 2.05 | Rarely |
| | <i>Rarely</i> | 19 | 51% | | |
| | <i>Most of the time</i> | 10 | 27% | | |
| | <i>Always</i> | 0 | 0% | | |
| 4. <i>Because it is already a habit for me.</i> | <i>Never</i> | 5 | 14% | 2.27 | Rarely |
| | <i>Rarely</i> | 19 | 51% | | |
| | <i>Most of the time</i> | 11 | 30% | | |
| | <i>Always</i> | 2 | 5% | | |
| 5. <i>Because I am exposed to both English and Cebuano.</i> | <i>Never</i> | 3 | 8% | 2.59 | Most of the time |
| | <i>Rarely</i> | 15 | 41% | | |
| | <i>Most of the time</i> | 13 | 35% | | |
| | <i>Always</i> | 6 | 16% | | |
| 6. <i>Because I am fluent in both English and Cebuano.</i> | <i>Never</i> | 3 | 8% | 2.49 | Rarely |
| | <i>Rarely</i> | 18 | 49% | | |
| | <i>Most of the time</i> | 11 | 30% | | |
| | <i>Always</i> | 5 | 14% | | |
| 7. <i>Because it makes me feel more comfortable.</i> | <i>Never</i> | 1 | 3% | 2.65 | Most of the time |
| | <i>Rarely</i> | 18 | 49% | | |
| | <i>Most of the time</i> | 11 | 30% | | |
| | <i>Always</i> | 7 | 19% | | |
| 8. <i>When I am not aware of the equivalent English term or phrase.</i> | <i>Never</i> | 2 | 5% | 2.51 | Most of the time |
| | <i>Rarely</i> | 18 | 49% | | |
| | <i>Most of the time</i> | 13 | 35% | | |
| | <i>Always</i> | 4 | 11% | | |

The results of this study revealed that the Grade 11 students code switched most of the time from English to Cebuano to all the factors of code switching indicators: [2] “If I cannot find the appropriate words to express my thoughts”; [5] “Because I am exposed both in English and Cebuano”; [7] “Because it makes me feel more comfortable”; and [8] “When I am not aware of the equivalent English term or phrase” with means ranging from 2.51-2.65. It could be derived from the responses of the students that the dominant reasons which influenced their English-Cebuano code switching were loss of words, exposure in English and Cebuano languages, comfortableness, and lack of awareness of equivalent English terms or phrases.

The findings of this study in terms of the students’ factors or reasons why they code switch in English classes were supported by the research study of Metila (2009) which concluded that the predominant reasons for code switching or factors stimulating code switching were loss of words (e.g. translation problems, not knowing the right words), exposure to two languages, and to make the speakers feel more comfortable. The findings also confirmed the claim of Muthusamy et al. (2020) that the factors that can potentially affect code switching were the lack of similar words in English and unawareness of the equivalent English term or phrase.

According to the studies of Hakim et. al. (2019) and Yana & Nugraha (2019), one of the benefits of using code switching was making the students feel more comfortable in learning English. On the other hand, students tend to code switch just because they cannot find the appropriate words to express their thoughts and when they are not aware of the equivalent English term or phrase. In other words, loss of words and lack of awareness of equivalent English terms or phrases were two of the dominant factors on why students switch from English to Cebuano. As supported by the findings of Roxas (2019) and Muthusamy et al. (2020), these may indicate a poor proficiency in English language and lack of English vocabulary knowledge.

5.2. Forms of Students' Code Switching Behavior

Table 3. Summary of the Students' Forms of Code Switching

| Item Description | | <i>f</i> | % | Mean | Descriptive Interpretation |
|--|-------------------------|----------|-----|------|----------------------------|
| <i>When expressing my thoughts in English classes...</i> | | | | | |
| 1. I switch from an utterance of a complete English sentence to Cebuano or vice versa. <i>Example: "Sometimes, I start a sentence in English. Dayon humanon nako sa Bisaya."</i> | <i>Never</i> | 6 | 16% | 2.41 | Rarely |
| | <i>Rarely</i> | 13 | 35% | | |
| | <i>Most of the time</i> | 15 | 41% | | |
| | <i>Always</i> | 3 | 8% | | |
| 1.1. I switch from an utterance of a complete English sentence to Cebuano or vice versa with no interruptions. | <i>Never</i> | 4 | 11% | 2.41 | Rarely |
| | <i>Rarely</i> | 17 | 46% | | |
| | <i>Most of the time</i> | 13 | 35% | | |
| | <i>Always</i> | 3 | 8% | | |
| 1.2. I switch from an utterance of a complete English sentence to Cebuano or vice versa with no hesitations. | <i>Never</i> | 7 | 19% | 2.35 | Rarely |
| | <i>Rarely</i> | 15 | 41% | | |
| | <i>Most of the time</i> | 10 | 27% | | |
| | <i>Always</i> | 5 | 14% | | |
| 1.3. I switch from an utterance of a complete English sentence to Cebuano or vice versa with no pauses. | <i>Never</i> | 3 | 8% | 2.35 | Rarely |
| | <i>Rarely</i> | 22 | 59% | | |
| | <i>Most of the time</i> | 8 | 22% | | |
| | <i>Always</i> | 4 | 11% | | |
| 2. I switch from English to Cebuano phrases/clauses in one sentence. <i>Example: "I don't know unsa akong lugar sa kalibutan."</i> | <i>Never</i> | 6 | 16% | 2.43 | Rarely |
| | <i>Rarely</i> | 13 | 35% | | |
| | <i>Most of the time</i> | 14 | 38% | | |
| | <i>Always</i> | 4 | 11% | | |
| 2.1. I switch from English to Cebuano phrases/clauses in one sentence intentionally. | <i>Never</i> | 5 | 14% | 2.35 | Rarely |
| | <i>Rarely</i> | 17 | 46% | | |
| | <i>Most of the time</i> | 12 | 32% | | |
| | <i>Always</i> | 3 | 8% | | |
| 2.2. I switch from English to Cebuano phrases/clauses in one sentence consciously. | <i>Never</i> | 6 | 16% | 2.24 | Rarely |
| | <i>Rarely</i> | 20 | 54% | | |
| | <i>Most of the time</i> | 7 | 19% | | |
| | <i>Always</i> | 4 | 11% | | |
| 3. I switch from English to Cebuano words together in a single sentence. <i>Example: "It's a good story, diba?"</i> | <i>Never</i> | 5 | 14% | 2.68 | Most of the time |
| | <i>Rarely</i> | 9 | 24% | | |
| | <i>Most of the time</i> | 16 | 43% | | |
| | <i>Always</i> | 7 | 19% | | |

The study found out that Grade 11 students rarely code switch inter-sententially (a switch from one language to the other language between sentences) and intra-sententially (a switch within a clause or sentence boundary). It also indicated that the prevalent form or type of students' code switching was the extra-sentential

code switching or tag switching (a tag from one language is inserted into another language) as shown in the forms of code switching indicator: [3] “I switch from English to Cebuano words together in a single sentence. Example: ‘It’s a good story, *diba?*’ with the mean 2.68. It could be inferred from the responses of the students that they tend to use an extra-sentential type of code switching or tag switching most of the time.

5.3. Functions of Students’ Code Switching Behavior

Table 4. Summary of the Students’ Functions of Code Switching

| Item Description | | <i>f</i> | % | Mean | Descriptive Interpretation |
|---|-------------------------|----------|-----|------|----------------------------|
| <i>I switch from English to Cebuano in English classes when...</i> | | | | | |
| 1. <i>I quote a statement or expression from others.</i> | <i>Never</i> | 3 | 8% | 2.59 | Most of the time |
| | <i>Rarely</i> | 12 | 32% | | |
| | <i>Most of the time</i> | 19 | 51% | | |
| | <i>Always</i> | 3 | 8% | | |
| 2. <i>I express my thoughts to a specific person or audience.</i> | <i>Never</i> | 2 | 5% | 2.65 | Most of the time |
| | <i>Rarely</i> | 13 | 35% | | |
| | <i>Most of the time</i> | 18 | 49% | | |
| | <i>Always</i> | 4 | 11% | | |
| 3. <i>I avoid dead air in expressing my thoughts/ conversations.</i> | <i>Never</i> | 5 | 14% | 2.46 | Rarely |
| | <i>Rarely</i> | 12 | 32% | | |
| | <i>Most of the time</i> | 18 | 49% | | |
| | <i>Always</i> | 2 | 5% | | |
| 4. <i>I want to emphasize a previously uttered statement or expression.</i> | <i>Never</i> | 2 | 5% | 2.62 | Most of the time |
| | <i>Rarely</i> | 15 | 41% | | |
| | <i>Most of the time</i> | 15 | 41% | | |
| | <i>Always</i> | 5 | 14% | | |
| 5. <i>I want to explain further or elaborate a previously uttered statement or expression.</i> | <i>Never</i> | 2 | 5% | 2.59 | Most of the time |
| | <i>Rarely</i> | 15 | 41% | | |
| | <i>Most of the time</i> | 16 | 43% | | |
| | <i>Always</i> | 4 | 11% | | |
| 6. <i>I would like express personal thoughts and opinions to someone in class and vice versa.</i> | <i>Never</i> | 3 | 8% | 2.51 | Most of the time |
| | <i>Rarely</i> | 16 | 43% | | |
| | <i>Most of the time</i> | 14 | 38% | | |
| | <i>Always</i> | 4 | 11% | | |
| 7. <i>I want to clarify my message or to make what I am talking about clearer.</i> | <i>Never</i> | 1 | 3% | 2.89 | Most of the time |
| | <i>Rarely</i> | 10 | 27% | | |
| | <i>Most of the time</i> | 18 | 49% | | |
| | <i>Always</i> | 8 | 22% | | |
| 8. <i>I have a difficulty in finding the right words while speaking.</i> | <i>Never</i> | 1 | 3% | 2.86 | Most of the time |
| | <i>Rarely</i> | 11 | 30% | | |
| | <i>Most of the time</i> | 17 | 46% | | |
| | <i>Always</i> | 8 | 22% | | |

The results of this study disclosed that the Grade 11 students code switched most of the time from English to Cebuano to all the functions of code switching indicators: [1] “I quote a statement or expression from others”; [2] “I express my thoughts to a specific person or audience”; [4] “I want to emphasize a previously uttered statement or expression”; [5] “I want to explain further or elaborate a previously uttered statement or expression”; [6] “I would like express personal thoughts and opinions to someone in class and vice versa”; [7] “I want to clarify my message or to make what I am talking about clearer”; and [8] “I have a difficulty in finding

the right words while speaking” with means ranging from 2.51-2.89. It could be inferred from the responses of the students that the prevalent functions or usage of code switching were quotation, addressee specification, interjection, message qualification, clarification, personalization, and facility of expression.

The findings of this study in terms of the students’ functions of code switching or how the students used code switching were supported by the studies of Gumperz (1982), Reyes (2004) in Ardiananta (2017), Sofiatun (2019), and Marasigan (1983) in Rosyidha (2017) which claimed that the main functions of code switching are quotation, addressee specification, interjections, message qualification, personalization, clarification and facility of expression. Moreover, the results of this research reinforced the claim of Dela Cruz (2018) that code switching was primarily being used in the classroom to promote clarification of concepts and explaining speech content. Furthermore, it confirmed the findings of Nurhamidah et al. (2018) that the students can function code switching as clarification. The mentioned study found out that code switching was perceived as a useful tool to bridge the communication during teaching and learning process.

5.4. Frequency of the Students’ Code Switching

Table 5. Summary of the Students’ Frequency of Code Switching

| Item Description | | <i>f</i> | % | Mean | Descriptive Interpretation |
|--|-------------------------|----------|-----|------|----------------------------|
| | <i>Never</i> | 8 | 22% | | |
| <i>How often do you code switch from English to Cebuano in an English class?</i> | <i>Rarely</i> | 15 | 41% | 2.16 | Rarely |
| | <i>Most of the time</i> | 14 | 38% | | |
| | <i>Always</i> | 0 | 0% | | |

Table 5 illustrates the frequency count, percentage, mean and descriptive interpretation of the students’ frequency on the use of code switching. As indicated in the fifth table, 15 students (41%) who participated in the study answered that they rarely engage in code switching, while 14 participants (38%) responded that they code switch most of the time, and 8 respondents (22%) answered that they never code switch. The table indicates that the students use code switching **rarely** with a mean of 2.16.

The results showed that the students rarely code switch from English to Cebuano in an English class, with a mean of 2.16. This implied that the students used code switching rarely as the need arises. It may indicate that the students were developing language proficiency in English. The findings of this research contrasted the study of Castillejo, Calizo and Maguddayao (2018) which concluded that the students used code switching frequently during an English class.

5.5. English Achievement of the Students

Table 6. Summary of the Students’ English Achievement

| Grade Interval | Frequency | Percentage |
|---|-----------|------------|
| 90-100 (Outstanding) | 15 | 41% |
| 85-89 (Very Satisfactory) | 22 | 59% |
| 80-84 (Satisfactory) | 0 | 0% |
| 75-79 (Fairly Satisfactory) | 0 | 0% |
| 74-below (Did Not Meet Expectations) | 0 | 0% |
| Total: | 37 | 100% |

Table 6 shows the frequency and percentage of the students’ English academic achievements. The table reveals that 15 students (41%) have outstanding grades and 22 respondents (59%) have very satisfactory grades. The data reveal that most of the Grade 11 HUMSS students have **very satisfactory** achievement in English class.

The data revealed that the majority of the Grade 11 students who took Humanities and Social Sciences strand in Senior High School have **very satisfactory grades**. This implies that most of the students have very satisfactory achievement in English class.

5.6. Relationship between the Factors, Forms, and Functions of Students' Code Switching Behavior and their level of English Achievement

Table 7. Pearson Correlation for the Relationship between the Respondents' Factors of Code switching and their Level of English Achievement

| Variables | r value | p value | Remark |
|--|---------|---------|--|
| Factors of Code switching English Achievement | -0.087 | 0.608 | <i>Negligible negative correlation</i> |

Table 7 illustrates the relationship between the students' factors of code switching and their level of English achievement. The table indicates that there is a negligible negative correlation between the factors of code switching and the students' level of English achievement. This describes that the students' factors of code switching have **no significant relationship** with their level of English achievement ($r(35) = -0.087, p < .05$).

Table 8. Pearson Correlation for the Relationship between the Respondents' Forms of Code switching and their Level of English Achievement

| Variables | r value | p value | Remark |
|--|---------|---------|--|
| Forms of Code switching English Achievement | 0.031 | 0.855 | <i>Negligible positive correlation</i> |

The table demonstrates the relationship between the students' forms of code switching and their level of English achievement. The table points out that there is a negligible positive correlation between the forms of code switching and the students' level of English achievement. This means that the students' forms of code switching have **no significant relationship** with their level of English achievement ($r(35) = 0.031, p < .05$).

Table 9. Pearson Correlation for the Relationship between the Respondents' Functions of Code switching and their Level of English Achievement

| Variables | r value | p value | Remark |
|--|---------|---------|--|
| Functions of Code switching English Achievement | 0.046 | 0.785 | <i>Negligible positive correlation</i> |

Table 9 reveals the relationship between the students' functions of code switching and their level of English achievement. The table indicates that there is a negligible positive correlation between the functions of code switching and the students' level of English achievement. This implies that the students' functions of code switching have **no significant relationship** with their level of English achievement ($r(35) = 0.046, p < .05$).

This survey research found out that the factors, forms, and functions of students' code switching behavior have no significant relationship with their level of English achievement. It implied that the English achievement of the Grade 11 HUMSS students was not influenced by their factors, forms, and functions of code switching behavior.

5.7. Relationship between the respondents' Frequency on the Use of Code Switching and their level of English Achievement

Table 10. Pearson Correlation for the Relationship between the Respondents' Frequency on the Use of Code switching and their Level of English Achievement

| Variables | r value | p value | Remark |
|--|---------|---------|--|
| Frequency of Code switching English Achievement | 0.068 | 0.690 | <i>Negligible positive correlation</i> |

The table discloses the relationship between the frequency of students' code switching and their level of English achievement. The table shows that there is a negligible positive correlation between the frequency of code switching and the students' level of English achievement. This describes that the frequency of students' code switching has **no significant relationship** with their level of English achievement ($r(35) = 0.068, p < .05$).

The present study showed that the students' frequency on the use of code switching has no significant relationship with their level of English achievement. It implied that the English achievement of the Grade 11 HUMSS students was not influenced by their frequency on the use of code switching.

The findings of this research contrasted the study of Castillejo, Maguddayao, and Calizo (2018) that there is a significant relationship between the respondents' English academic grades and their frequency toward code switching. The differences of the results may be due to the dissimilarity of the frequency of respondents' code switching and the students' level of English achievement. This study found out that the Grade 11 HUMSS students rarely code switch and 41% of the students have outstanding grades and 59% have very satisfactory grades. Meanwhile, the findings of Castillejo et al. (2018) revealed that the respondents frequently code switch and 35% of the students have grades under the outstanding category, while 27.5% have fairly satisfactory grades, 20% have satisfactory grades, and 17.5% have very satisfactory grades.

V. CONCLUSIONS

The dominant factors or reasons which influence the students' English-Cebuano code switching were loss of words, exposure in English and Cebuano languages, comfort, and lack of awareness of equivalent English terms or phrases. Moreover, the most common form of the students' code switching was extra-sentential or tag switching. Furthermore, the respondents rarely code switched in intra-sentential and inter-sentential levels. The prevalent functions or usage of students' code switching were quotation, addressee specification, interjection, message qualification, personalization, clarification, and facility of expression. Generally, the students rarely code switched and they have very satisfactory English achievement. However, this survey research came up with a great realization that the factors, forms, functions, and frequency of the code switching behaviors of the Grade 11 students have no significant relationship with their English achievement.

VI. IMPLICATIONS AND RECOMMENDATIONS

The current English achievement of the students may indicate that their efforts to learn English are very satisfactory. However, the dominant factors of code switching may imply a lack of English vocabulary knowledge. It is recommended that teachers should encourage students to enhance their English language abilities by maintaining the "English speaking" policy in order for them to have greater exposure to an English-speaking environment. If they can gain some competency in English, they would be able to develop more language skills that would be useful for future employment in the present globalized world. Code switching would only be allowed to bridge the communication during the teaching and learning process. Students should be permitted to code switch as the need arises to express their thoughts and actively engage in class discussions in order to improve their academic performance. Moreover, seminars for English instructors must be provided in order for them to stay updated on teaching strategies and maintain a continual knowledge of linguistic concerns. Linguistics researchers are recommended to conduct the same study but with a new context or strand (e.g., STEM, GAS, ABM, and TVL). This is suggested because continuous language research leads to a greater understanding of language instruction in a bilingual nation.

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